



ASSESSMENT OF THE IMPACT OF PRE GUNOTSAV EVALUATION ON THE APPREHENSION OF THE STUDENTS- AN INITIATIVE OF CELEBRATION OF QUALITY IN DIBRUGARH DISTRICT, ASSAM

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ABSTRACT

To enhance the quality outcomes and holistic development, the Government of Gujarat launched a programme called 'Gunotsav' in the year 2009. The first phase of Gunotsav was introduced in Assam in the year 2017. Gunotsav plays a pivotal role in evaluating student's learning outcomes and insuring the systematic development of school infrastructure. Evaluation is an integral part of the education system and it is a process for testing the abilities or achievement of the student in any area of academic program. This study highlights the importance of considering multiple initiatives when assessing academic performance of students. This study is conducted to assess the impact of pre-gunotsav evaluation of the apprehension of the Dibrugarh District, Assam.

KEYWORDS: Gunotsav, Evaluation, Learning, Outcomes, Initiatives, Dibrugarh, Assam

INTRODUCTION

"Conceive of education as the socialization of the younger generation. It enables the mind to find out the ultimate truth, which give us to the significance of life."

Elementary Education is the first stage of formal education, which is the foundation of entire super structure of society and the nation. This education provides children with comfortable environment to grow in, as well as equipping them with motivation and skills that enables to handle individual occurrence. In the year 1950, the Constitution of India, under the **Directive Principles of State Policy**, had a provision for free and compulsory education for all children till the age of 14 years. The education system is under the **Human Resource Department** of the Government of India. The educational apex head for elementary education is the **National Council of Education Research and Training (NCERT)** which was established in **New Delhi on 1st September 1961**, the bring academic support to development the quality of education. The NCERT has also created primary and upper primary school evaluation (CCE) as per the mandate of the **Right to Education Act, 2009**, more focus has been laid on quality education which is foundation of learning among children.

Gunotsav is a program designed for qualitative improvement in primary and secondary education which includes learning outcomes of students as well as co-scholastic activities, use of resources, and the community participation. Gunotsav is noted as a success story in a document of the 12th Five-Year Plan of the India Government (Planning Commission). Gujarat Government has implemented the project in the year 2009 to concentrate on quality along with the enhancement of education (S.K. & N.S., 2024). Assam Government has implemented 'Gunotsav- a quality initiative' from the year 2017, in which 48,868 number of schools participated, out of which 6,037 (12.35%) number of schools achieved A+ grade, 12,927 (26.45%) schools achieved A grade, 13,636 (27.9%) number of

schools achieved B grade, 9,163 ((18.75%) number of schools achieved C grade and 7,105(14.54%) number of school achieved D grade. Since inception, Gunotsav has emerged as a keystone of educational reforms, blending rigorous evaluation processes with a commitment to nurturing holistic development. Assam Government machinery is mobilized to evaluate the quality of school education. It has informed us about the academics and infrastructure of the academics and infrastructure of the government schools in our state.

"Outcomes of Evaluation" is a broad term, which encompasses not only the accession of knowledge but also practical skills. Every education system consists of an evaluation system through which the qualities and abilities of the students are assessed by giving them grades and position. Assessing student performance is very important when the learning goals involve the acquisition of skills that can be demonstrated through action (M.S., 2008). (Asura.,2015) sees evaluation as that which deals with goodness, worth, utility, effectiveness adequacy, and so on and provide answers to such questions as how good? How effective? How satisfactory? How adequate? Answer to such questions, evaluation are expressed in a qualitative terms as pass, fail, excellent, good, satisfactory, bad, promoted, repeat, withdraw, successful, unsuccessful, among others. The qualitative statements are indicative of judgement based on certain criteria. Encyclopedia of education research has it that evaluation is all about to measure, means to observe or determine the magnitude. The magnitude of varieties in evaluation means appraisal or assessment.

1.1 Gunotsav Evaluation Process:

(a) Scholastic

Level	Class	skill/ subjects
LP	2-5	Reading/ Writing, Numeracy Subject Language L1, L2, Maths, EVS
UP	6-8	Reading/ Writing, Numeracy Subjects- L1,L2,L3, Maths, Science/ Social Science

(b) Co-Scholastic

Assessed as part of the overall evaluation process to gauge a student's integrative progression and engagement beyond like academics, essentially it measures a student personality and well-being. The assessment of co-scholastic aspects has been done in the following activities viz Morning Assembly, Singing Jatiya Sangeet, Singing National Anthem, Music, Art, Innovative Practices, Personal & Social Skill of Student.

(c) Availability and Utilization of School Infrastructure and Other Facilities

It includes the following aspects viz, classroom, furniture, safe drinking water, hand washing facility, toilet facilities, playground, safety & security, provision of electricity, preparedness for disaster management, Mid-day meal.

(d) Community Participation

“An emphasis on participation has links with the interest in democracy in community organization and in self-help and political incorporation in the community development aspects.” To create good relationship between school and community, community participation in school is crucial. For assessment on the area of community participation, the following activities are to be noted, viz, participation of SMC/SMDC in school, social audit, swachh vidyalaya, community contribution, teaching learning process.

1.2. Objectives

The present study was conducted considering the following objectives:

1. To study of the impact of Gunotsav2024 in qualitative improvement through pre-Gunotsav evaluation in Dibrugarh District
2. To study of the importance of Pre evaluation with the comparison of previous year Gunotsav outcomes.

2. METHODOLOGY

The methodology included both primary and secondary data. Primary data has been collected through observation and inspection of some primary school of Dibrugarh District of Assam. Secondary data collected from D.E.E.O. office, Dibrugarh, SSA Assam, <https://ssa.assam.gov.in>, Governments reports, newspaper, Journal, Research paper, websites.

Sl No	MOCK TEST GUNOTSAV-24(Round-III)							Block Grading
	Block	A+	A	B	C	D	and Tot	
1	KHOWANG (181503)	131	155	29			315	A
2	PANITOLA (181505)	46	99	7			152	A
3	JOYPUR (181502)	135	260	29			424	A
4	BARBARUAH (181501)	78	129	33	3		243	A
5	TENGAKHAT (181506)	70	179	35			284	A
6	LAHOAL (181504)	19	120	57	6		202	A
Grand Total		479	942	190	9		1620	A

BLOCK WISE MOCK GUNOTSAV RESULT ROUND-II, 2024 , DIBRUGARH								
SL No	Block	Grade wise Nos of Schools						Block Grading
		A+	A	B	C	D	Grand Total	
1	KHOWANG	107	167	36	5	0	315	A
2	JOYPUR	106	275	42	1	0	424	A
3	PANITOLA	43	84	24	1	0	152	A
4	BARBARUAH	58	133	51	1	0	243	A
5	TENGAKHAT	55	179	49	1	0	284	A
6	LAHOAL	19	96	81	6	0	202	A
TOTAL		388	934	283	15	0	1620	A

BLOCK WISE MOCK GUNOTSAV RESULT ROUND-I, 2024 , DIBRUGARH								
SI No	Block	Grade wise Nos of Schools						Block Grading
		A+	A	B	C	D	Grand Total	
1	KHOWANG	65	139	85	24	2	315	A
2	BARBARUAH	37	106	74	23	3	243	A
3	JOYPUR	49	205	131	35	4	424	A
4	TENGAKHAT	22	134	85	39	4	284	B
5	PANITOLA	22	53	41	31	5	152	B
6	LAHOAL	13	68	77	39	5	202	B
Grand Total		208	705	493	191	23	1620	A

3. Findings and Discussion

Table 1, 2 and 3 (Mock Gunotsav Result Round Wise) are as above

Source: DEEO Office, Dibrugarh, Assam

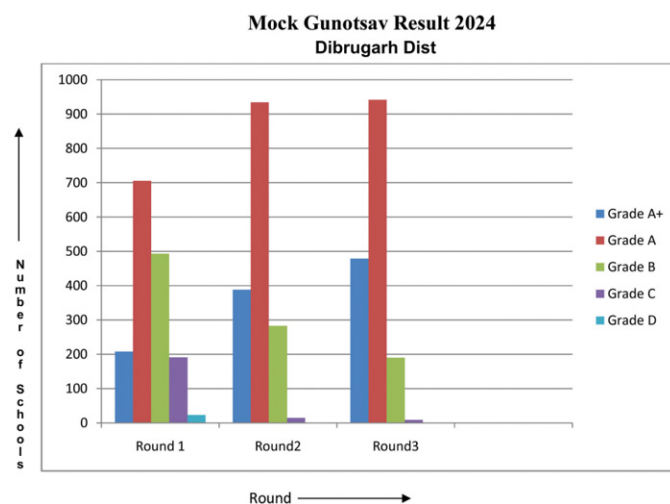


Figure: Graphical Representation of Mock Gunotsav Round wise Result

Table 1, 2 and 3 and figure 1 indicates that results of pre-gunotsav in Dibrugarh District the results has increased gradually. The table no.1 show that total number of school evaluated in the pre-gunotsav phase I, II and III is 1620. In RoundI pre-gunotsav, overall 208 number (12.83%) of school has been secured A+ Grade, 705 (43.5%) number of school has been secured A Grade, 493 (30.4%) number of school has been secured B Grade and 23 (1.4%) number of school has been secured D Grade. In RoundII of pre-gunotsav, 388 (23.9%) number of school has been secured A+ Grade, 934(57.6%) number of school has been secured A Grade, 283 (17.4%) number of school has been secured B Grade, 15 (0.9%) number of school has been secured C Grade. In RoundIII of pre-gunotsav, 479 (29.5%) number of school has been secured A+ Grade, 942 (58.1%) number of school has been secured A Grade, 190 (11.7%) number of school has been secured B Grade, 9 (0.5%) number of school

has been secured C Grade.

Table 1, 2 and 3 and figure 1 indicate that the result of Round wise pre-gunotsav in Dibrugarh District has increased gradually. Highest Grade A+, A has gradually increased. Grade B has decreased gradually. Grade C has decreased totally and except 23 number of schools in Round I, Grade D secured school has not been seen in the Round II and III pre-gunotsav evaluation. Therefore, it can be concluded that the overall performance of pre-gunotsav is completely satisfactory and it indicates that pre-gunotsav evaluation, practice level is very important to yield positive learning outcomes. Practice level is crucial for primary student, because it allows them to solidify foundational skills and concepts. Since, A 'primary student' is typically considered to be at a foundational level of focusing on basic skills like reading, writing, developing fundamental concepts across different subjects. Gunotsav is Optical Mark Recognition (OMR) based evaluation. Individual OMR sheet provided to each student, have to darken the correct answer. Each OMR

comes in the student's name and there is no replacement for any mistakes. So, to allow them to solidify, build confidence in their abilities, leading to better comprehension and retention, to help information move from short-term to long term memory, practice is most important part of learning.

Asuru (2015) sees evaluations as that which deals with goodness, worth, utility, effectiveness adequacy, and so on and provide answers to such questions as how good? How effective? How satisfactory? How adequate? Answer to such questions, evaluation are expressed in a qualitative terms as pass, fail, excellent, good, satisfactory, bad, promoted, repeat, withdraw, successful, unsuccessful, among others. The qualitative statements are indicated statements are indicative of judgement based on certain criteria. Encyclopedia of education research has it that evaluation is all about to measure, means to observe or determine the magnitude. The magnitude of varieties in evaluation means appraisal or assessment.

Gunotsav Result 2024							Gunotsav Result 2023					
Block Name	A+	A	B	C	D	Grand Total	A+	A	B	C	D	Grand Total
Barbaruah	161	78	4	0	0	243	66	127	50	8	1	252
Joypur	266	146	15	0	0	424	109	207	87	22	6	431
Khowang	221	86	7	1	0	315	130	144	41	3	1	319
Lahoal	101	84	14	3	0	202	33	104	54	11	8	210
Panitola	88	57	7	0	0	152	28	71	34	14	6	153
Tengakhat	157	104	19	3	1	284	61	130	67	9	20	287
Grand Total	994	555	63	7	1	1620	427	783	333	67	42	1652

Source: DEEO office, Dibrugarh, Assam

Table 4: Gunotsav Result 2024 and 2023

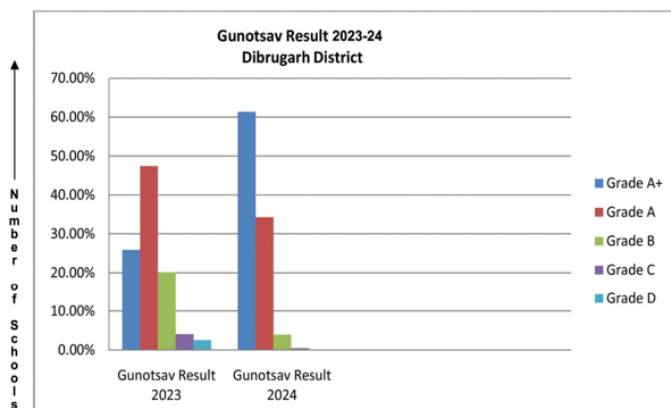


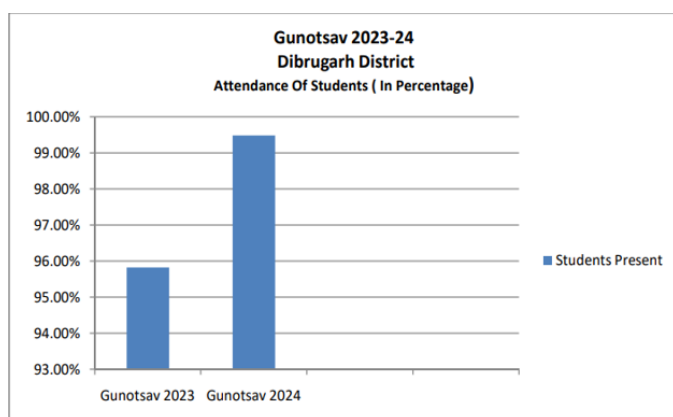
Figure 2: Graphical Representation of Gunotsav Result 2024 and 2023

Through a comparative study of Gunotsav Result of both years in the graphical representation of figure 2 and table 2. We have found that, in the year 2013, total 1652 number of school was evaluated. Overall, 427(25.8%) number of school has been secured A+ Grade, 783(47.3%) number of school has been secured A Grade, 333(20.1%) number of school has been secured B Grade, 67(4%) number of school has been secured C Grade, 42(2.5%) number of school has been secured D Grade.

In the year 2024, total number of school evaluated is 1620. Overall, 994(61.3%) number of school has been secured A+ Grade, 555(34.2%) number of school has been secured A Grade, 63(3.8%) number of school has been secured B Grade, 7(0.4%) number of school has been secured C Grade, only 1(0.06%) number of school has been secured D Grade. In comparative results of Figure 2, we can see that the results schools in the Gunotsav examination in 2024 have improved significantly compared to 2023. The Pre-gunotsav, which was held before the main examination in 2024, had a huge impact on this. The Pre-gunotsav held at three phases provided facilities as well as time to remove the mismatches among the students. There was a good time to overcome the fear and weakness of exams. The students had the opportunity to study and practice repeatedly which allowed them to forget the mistakes they made over and over again. It has helped in increasing confidence and comprehension ability among the students. Perhaps because of which the results of 2024 seem to have improved significantly compared to 2023.

Student Attendance Gunotsav 2023 and 2024				
Block Name	Total no. of students Evaluated during the day		Attendance of Students(%) of the district	
	Year 2023	Year 2024	Year 2023	Year 2024
Barbaruah	21148	20855	96.45	99.46
Joypur	32769	32484	96.80	99.71
Khowang	21982	21379	97.40	99.53
Lahoal	19033	18843	94.13	99.61
Panitola	13604	13425	93.25	99.43
Tengakhata	21236	20945	95.34	99.01
Total	129772	127931	95.82	99.48

Table 5: Attendance of students(Gunotsav 2023, 2024)



Source: DEEO Office, Dibrugarh, Assam

Figure 3: Graphical Representation of Student's Attendance (Gunotsav 2023, 2024).

Through a comparative study of student's attendance at the Gunotsav of both the years in the Graphical representation of figure 3 and table no. 5, we have found that there is a significant differences in the attendance rate of students in 2024 compared to 2023. In 2023 among the students 129772 was present and in the year 2024, among the students 127931 was present. The percentage of student attendance for both the years is 95.82% and 99.48% in the year 2023 and 2024 respectively.

Low attendance affects the regular attendance of students as both the parents are working and nobody is there to send their school. Due to lack of parental care, students are not attending school which is also agreed by (Senyameator, 2018). This study also found that the majority of students do not attend school during rainy season and after long vacation. Therefore, social awareness program is very important and we have to make efforts to make parents aware of this issue. This was seen in the year 2024 which increase in students attendance rate. In 2024, the school fraternity was seen arriving at the schools and understanding the marriage by attending the school. Therefore, the pre-gunotsav period we have the advantage of looking at this aspect along with the practice of academic performance.

A systematic review reported that chronic school nonattendance appeared to be driven by over-lapping medical, individual, family influences (Allen CW, 2018). For some children, school can be a source of frustration, leading to avoidance behaviors,

problematic relationships, and stress (Knollmann M, 2019). School climate is considered to be a significant determinant of children's mental health and behavior within the environment, relationships with peers and school teachers have been found to be important (Nishimura T, 2020). Elementary students who are not liked by their classmates or who have no or only a few friends are at risk of bullying with associated emotional and behavioral needs (Fontaine RG, 2009). Support from school teachers and classmates has also been found to be significantly and positively related to 'school satisfaction and emotional stability' (Valiente C, 2020). We all know, teachers are the nation builders but sometimes we are unable to serve our actual duty, so we should change our mentality towards as the nation builder.

4. CONCLUSION

This study examined student's academic perspectives and school attendance through pre- gunotsav evaluation. Based on the results, we observed that the pre-gunotsav evaluation period was an excellent time to address the gaps in student's education and other areas. We found that the practice habits developed during the evaluation helped alleviate fears and weaknesses related to studies, thereby boosting morale. Additionally, this preparation period was a wonderful time to create social awareness in schools for maximum student's attendance and to make the community and parents aware. This was conducted in 2024, and as a result, we observed through the study of the attendance of students from 2024. The results from last two-year period indicated that the outcomes of the main gunotsav were significantly influenced by the pre- gunotsav held in 2024, resulting in considerably better results in 2024, compared to the year 2023 when the pre-gunotsav was not conducted and the position of Dibrugarh District in Assam from 21Rank to 2nd Rank.

Pre- gunotsav in Dibrugarh District of Assam is an essential initiative aimed to assessing and improving the quality of education in government schools. It serve as a preparatory phase before the main evaluation. Our students are in the future of the Country. It is the responsibility and duty of our teachers as well as the educated one to make them beautiful assets. We should take Gunotsav as a platform to make our students proficient in all aspects including education. We should not miss this opportunity.

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